DOCUMENT RESUME

ED 269 726 CS 008 413

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TITLE Applying Discourse Analysis, Miscue and Cohesive Analysis to Reader and Text: Classroom Implications Related to Comprehension.
PUB DATE May 85
NOTE 31p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavior Patterns; *Coherence; *Cohesion (Written Composition); *Discourse Analysis; Form Classes (Languages); *Miscue Analysis; Primary Education; *Reader Text Relationship; *Reading Comprehension; Reading Diagnosis; Reading Research; Story Grammar; Story Reading
IDENTIFIERS *Text Structure

ABSTRACT

An example of reader, writer, and text transaction and interaction may be seen in a study that examined story grammar and applied propositional analysis, cohesive analysis, and miscue analysis to one reader and one text to determine comprehension. A third grade boy read and then retold the story "The Accident." The miscues were marked, coded, and analyzed. This analysis revealed that (1) the reader's retelling of the text was of lower quality as more miscues were made; (2) a high percentage of miscues was made; (3) a high percentage of miscues resulted in loss of comprehension in that portion of the text; (4) the relationship between the density of propositions in the text and the number of miscues reduced meaning; (5) when there was repetition in the text and it was not read with many proposition miscues, miscues did not reduce comprehension as indicated in the retelling; and (6) the number of ties and types of ties (immediate, mediated, and remote) had little effect on comprehension and quality and quantity of miscues. The results indicate that analysis using story grammar, propositional analysis, miscue analysis, and cohesive analysis can be applied to the interaction between author (text) and reader to determine the effects or lack of effect on comprehension, to select texts with predictable structures, to diagnose readers' strengths and weaknesses in reading, and to plan instructional activities related to texts. (A copy of the story with marked miscues and transcripts of the reader's retelling of the story are included in the appendix.) (HOD)

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Applying Discourse Analysis, Miscue and Cohesive Analysis to Reader and Text: Classroom Implications Related to Comprehension

Gordon S. Anderson

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Introduction

The reading and writing process is a transaction and interaction between reader, writer, text and sociocognitive context. The reader and writer construct meaning from prior world knowledge, experience, language, knowledge of text structure, situation and affective variables.

Teachers can assist readers by analyzing text features, i.e., structure, propositions and cohesive ties and analyzing reader's behavior in processing text using miscue analysis. Such teacher insights can help in selecting text and planning instructional strategies by relating text and reader characteristics.

An example of reader, writer and text transaction and interaction will be demonstrated by applying story grammar, propositional analysis, cohesive analysis and miscue analysis to one reader and one text to study the effects on comprehension.

The reader, a third grade boy, read the story, The Accident, and also gave a retelling of the story (See Appendix). The miscues were marked and coded according to miscue analysis procedures. The story with marked miscues and the reader's retelling transcription of the story are included in the appendix for reference.

Story Grammar

Story grammar enables a teacher to organize a narrative text into a related structure to guide the reader to discover story structure. The reader's knowledge of text structure enhances comprehension. Narrative texts follow a structure that is predictable. The reader's knowledge of the text structure develops prediction strategies to anticipate how the text will begin, what events will happen and how it will end.

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Story grammar is useful for instructional purposes to ask questions and demonstrate relationship of story parts, i.e., setting, episodes (goals, attempts, characters, consequences and resolution). The grammar of the text can be compared to the reader's retelling in addition to questioning to assess comprehension.

Propositional Analysis

Teachers can apply a modified propositional analysis procedure using a retelling outline to illustrate how the author organized the text. The density, repetition (or lacking repetition) and coherence of the text can be examined to estimate difficulty.

Propositional analysis, ordering superordinate and subordinate ideas, can be used to determine the predictability and difficulty of the text.

The reader's recall of the text can be compared with the author's organization of ideas to identify explicit and implicit comprehension.

Miscue Analysis

Miscue analysis, in combination with story grammar, propositional analysis and cohesive analysis, evaluates the reader's use of language cues and strategies. By applying miscue analysis teachers can identify text features which may interfere with reader's comprehending during reading and recall of the text following the reading.

Cohesive Analysis

Cohesive analysis is useful to examine the relationship of text coherence, miscues and comprehension of the text. The number of cohesive ties, frequency of ties and distance of ties may have an influence on comprehension of the text.

Applying Story Grammar and Miscue Analysis Related to Comprehension

In the story The Accident, the reader's miscues have an effect upon comprehension in the middle of the text. This includes the end of Episode B,

Episode C and D and the beginning of Episode E. (See Figure 1.) The reader produces more miscues in this part of the text and he does not correct miscues that change the meaning. As a result his retelling of attempts by the characters, subgoals, reaction of the characters and outcome is almost non-existent.

The reader's miscues at the beginning and end of the story are high quality miscues that don't change the meaning, or are subsequently corrected. The reader's recall of the text shows a higher degree of comprehension at the beginning in that he names the characters, describes the characters and retells the initiating event: Episode A. At the end of the story the reader understands the consequence and resolution to the problem in Episode E.

Therefore, there appears to be a relationship between quality and frequency of miscues, story structure and recall.

Figure 1: Relationship of Story Grammar and Miscue Analysis Upon Comprehension

THE ACCIDENT

Story Grammar	Miscues	Derrick's Recall of Text
Setting:		
Dad was driving the tractor. He was ploughing.		Dad was riding the tractor.
Characters:		Dad was riding the tractor. Jane wanted to drive the tractor.
Juan Joe Dad	1) Jane/Juan	Joe wanted to drive Bill's tractor. There's Bill
Bill	Jane/Juan	
Episode A:		
Juan wants to drive the tractor (initiating event-subgoal)	Jane/Juan	Jane wanted to drive the tractor
Dad says it's too dangerous	2) dangerous	But Dad wouldn't let her drive the tractor

PLOT

Episode B:	3) I'll/I (c)	
Initiating Event: The tractor was rolling down the hill over and over	4) then/when	It (tractor) fell over
Dad was rolling too		Dad fell over. He fell off.
Reaction: Boys ran to him to see if Dad was okay	Jane/Juan	Let's go down and see if Dad's allright
Internal response: Dad said he was okay but didn't think the tractor was	5) I (c)	Yes, I'm (Dad) allright The tractor ain't. So let's just see how the tractor's okay.
Attempts: Someone will have to get tractor up again. It's too big to push	Jane/Juan 6) to (c)	
Episode C:	7) can't/cannot	
Subgoal: Bill comes up the road with his front end loader	8) up the road 9) and/end	
Attempts: Dad says to run and stop him and tell him	10) ladder/loader Jane/Juan	
Reaction: Boys run down hill and tell Bill	11) to	
Episode D:	12) to	
Subgoal: To get tractor turned over	Jane/Juan	
Attempts: Bill comes to fence to see tractor	13) face Jane/Juan	
Reaction: Bill says he can get the tractor turned over	14) can't/cannot (c)	

Outcome: Bill backs loader to fence, ties tractor to loader and tractor turns over on wheels Dad drove the tractor away and said tractor is okay	15) ladder/loader	And they turned it back over
	16) first/fence	
	17) turned/tied	
	18) track/loader	
	19) and	
Episode E:	20) into/onto	
Subgoal: Joe asks Bill to ride and drive the loader	21) tractor/tractor's	Joe wanted to drive Bill's tractor.
	22) loader	
Reaction: Bill tells Joe he can't have a ride		But he (Bill) wouldn't let him. He didn't want to let nobody ride his tractor
Consequence: Loaders, bulldozers and tractors are dangerous and not to play with.	23) lets/loaders	To try and make you not, to try and make you stay away from bulldozers.
	24) bulldozer/ bulldozers	
THEME	25) tractor/tractors	
Resolution: Loader, bulldozers and tractors can be driven when you are older.	26) light/loader	
	27) you are/you're (c)	

Implications of Story Grammar and Miscue Analysis for Instruction

Teachers may review the text before students read to anticipate the structure of the text and concepts and labels that may cause readers problems. Several prereading activities such as outlining the text, using story grammar and introducing concepts and labels before reading may be useful.

For example, recall of events related to plot and theme may be troublesome. The teacher may provide the theme and or the plot as a pre-reading activity and have students predict what will happen first, next, and so on. As the reading progresses, the story structure chart (See Figure 2) can be used to ask further questions and fill in the information.

For beginning and older poor readers, a story grammar outline of the text can be used as a model to write or select texts. The stories selected should conform to the schema. The teacher may select fables, folktales, legends, myths and fairy tales that have a predictable structure known to the reader.

Another approach is story schema using well known stories, i.e., fables, fairy tales, and stories. Rearrange the story structures into sections of setting, goal, plot, resolution and have students put the story together in sequence. The teacher can guide this activity by asking open-ended questions, i. e., where does it tell about the characters? Where does it take place? What happened first? Where is the problem? How does it end?

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The Reading Teacher, Dec. 1980
Miriam Jean Dreher
Harry Singer

Figure 2
Story Structure Chart
THE ACCIDENT

Fill in the sentences from the story that fit each part of this chart.

1. Setting

Where does the story take place?

Who are the main characters of the story?

When does the story take place?

_____

_____

Is there any other information that helps us get the picture of what things are like at the beginning of the story?

_____

2. Goal

What is the main goal or purpose of the main character?

_____

_____

Is there any other information about the main character's goal? Maybe the story explains the reason the main character wants the goal?

_____

_____

_____

3. Plot

How does the main character try to get the goal?

A. First try

B. Second try

Something happens

_____

_____

What does the main character do?

_____

_____

How did it turn out?

_____

Is there any other information about the first try?

_____

Main character make a new plan to get the goal

_____

Main character tries new plan

_____

_____

How did it turn out?

_____

Is there any other information about the second try?

_____

4. Ending

Did the main character get the goal?

_____

Is there any other information about the way the story ended?

Applying Propositional Analysis, Miscue Analysis - Related to Comprehension

Analyzing the story The Accident, according to propositions, there is more repetition and less density of ideas at the beginning of the story and at the end. (See Figure 3) From proposition 1-29 and from 55 to 69, the text is repetitive with similar propositions presented in a predictable pattern. Most of the story is conversational, particularly -- the beginning and toward the end of the text. Between proposition 30 and 54, there time is less repetition and greater density of different propositions. The text is also less conversational between the characters. The author presents more detail about the solution of the problem and the specific events that happen leading to the resolution.

There is a relationship between the quality and quantity of miscues that disrupt meaning as evident in the reader's retelling. Over half (50%) of the

reader's miscues occur between proposition 27 and proposition 56 (See Figure 3). Ten of the fifteen miscues in this section of the story result in a loss or partial loss of meaning and eight of the fifteen miscues are grammatically unacceptable. Inspecting the reader's recall protocol, many events in this section of the story are not recalled.

An examination of the reader's miscues from propositions 1-26 and 56-69 reveal fewer miscues and miscues that are more semantically and grammatically acceptable, or they are corrected if unacceptable meaning. At the same time, the reader shows a higher retelling of the text at the beginning of the story, i.e., setting, characters and plot and at the end of the story, the resolution. The reader also uses inference adding his own interpretation of information not explicit in the text. The reader elaborates on the author's meaning.

Figure 3:
Propositional Analysis, Miscue Analysis and Comprehension

THE ACCIDENT

	Propositions	Miscues	Derrick's Recall of Text
1.	Ran, Juan, Joe, Dad	1) Jane/Juan	
2.	Drive, Dad, Tractor		Dad was riding the tractor
3.	Ploughing, He		
4.	Shouted, Juan (To) Dad	Jane/Juan	Jane yelled
5.	Drive, (I) Tractor		Jane wanted to drive the tractor but Dad wouldn't let her.
6.	Shouted, Dad Negate (Here)		
7.	Casuality, (Dangerous)	2) dangerous	
8.	Shouted, Juan	Jane/Juan	Jane yelled.
9.	Look, Dad, Back		
10.	Shouted, He (Negate)	3) I'll/I	Jane wanted to drive the tractor, but Dad wouldn't let her.
11.	Tell, I, Dangerous		

12.	Run, You, Away		
13.	Go, Boys, Away		
14.	Look, Juan, Back	4) then/when	
15.	Shouted, Juan	Jane/Juan	Jane yelled.
16.	Look, Joe		
17.	Roll, Tractor		Dad fell over
18.	Down, Hill, Over		
19.	Roll, Dad		Dad fell off
20.	Ran, Boys, Him		
21.	Are, Dad, Okay	Jane/Juan	Let's do down and see if Dad's allright
22.	Said, Dad (Affirmative)	5) I ©	Yes, I'm allright
23.	Jump, I, Off		
24.	Look, Tractor		The tractor ain't
25.	Have, someone	Jane/Juan	So let's just see how the tractor is okay
26.	Get, Tractor, up		
27.	Qualify: Said, Joe Big	6) to ©	
28.	Push, We (negate)	7) can't/cannot	
29.	Look, Bill		Oh, look there's Bill
30.	Come, Road, Loader	8) up the road	
31.	Said, Juan	9) and/end	
32.	Run, Dad	10) Ladder/loader	
33.	Said, Dad	Jane/Juan	
34.	Tell, you		
35.	Stop, him		
36.	Ran, Boys, hill	11) to	
37.	Ran, Road	12) to	

38.	Shouted, Juan	Jane/Juan	
39.	Look, you		
40.	Stop, Bill, Engine		
41.	Down, he		
42.	Came, he, fence	13) face/fence	
43.	Roll, tractor		
44.	Did, he		
45.	Qualify: is, dad, okay		
46.	Said, Juan (Affirmative)	Jane/Juan	
47.	Get, tractor, we (negate)	14) can't/cannot	
48.	Do, Bill, that		
49.	Said, Bill		
50.	Back, Bill, Loader	15) ladder/loader	
51.	To, fence	16) first/fence	
52.	Tie, tractor	17) turned/tied	
53.	Get, Loader, Bill	18) track, loader	
54.	Drive, road		
55.	Came, tractor, wheels	19) and	And they turned it back over
56.	Get, Dad, tractor	20) into/onto	
57.	Drive, Dad, away		
58.	Said, Dad, tractor	21) tractor/tractors	
59.	Have, Bill, ride asked,Joe		Joe wanted to drive Bill's tractor, but he wouldn't let him
60.	Drive, loader, asked, Joe	22) loader	
61.	Said, Bill (Negate)		He didn't want to let nobody ride his tractor
62.	Have, ride (Negate)		
63.	Be: Loader, Bulldozers, Tractors, dangerous	23) let's/loaders 24) bulldozer/bulldozers	To try and make you not, to try and make you stray away from bulldozers.

64.	See, you	25) tractor/tractors
65.	Play, them (Negate	
66.	Go, I'm	
67.	Drive, Bulldozer, Loader	26) light/loader
68.	Said, Joe	
69.	Said, Bill	
70.	Are, Big	27) you are/you're (C)

Implications of Propositional Analysis and Miscue Analysis for Instruction

The teacher may preview text students are going to read for direct instruction to identify the repetition or frequency (predictability) and density of the text propositions related to the reader's ability. The teacher can analyze the semantic content of the text and introduct concepts to develop schema. The text may be examined before students read to identify potential semantic and syntactic structures that may result in miscues that influence understanding and subsequent integration of the author's meaning and the reader's experience. The teacher might guide students' by asking open-ended questions to help readers relate what has happened in the text and predict what will happen next.

Prereading questions may be asked to develop background information and activate prior knowledge and relate it to the text. A DRTA approach, (Figure 4) Herringbone procedure, (Figure 5) or story mapping (Figure 6) of the text used before, during or after the reading would help develop comprehension strategies to organize the text, predict, and recall logical events in sequence and in greater detail.

Figure 4: DRTA

1. What do you think this story will be about from the title, The Accident? Why?
2. Look at the pictures. Who do you think is in the story?
3. What do you think will happen? Why?
4. Read the first four pages.
5. Were you right? What happened to Dad? What was the problem?
6. What did Juan and Joe do?
7. Read the next four pages. What do you think will happen now? Why?
8. Who did they find to help? Were you right? How do you think they will solve the problem?
9. Read the next three pages. What do you think Bill will do?
10. Were you right? What did Bill do? How did he do it?
11. Read to the end of the story. How do you think the story will end? What do you think the story was trying to tell you?
12. How did the story end? What did you learn?

Figure 5: Herringbone Method

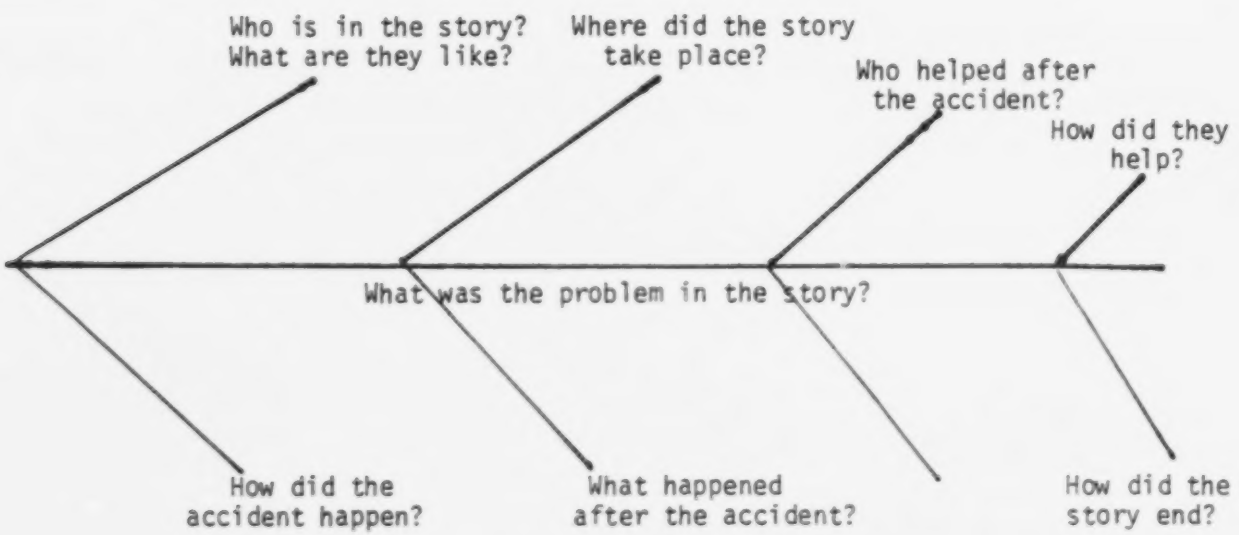
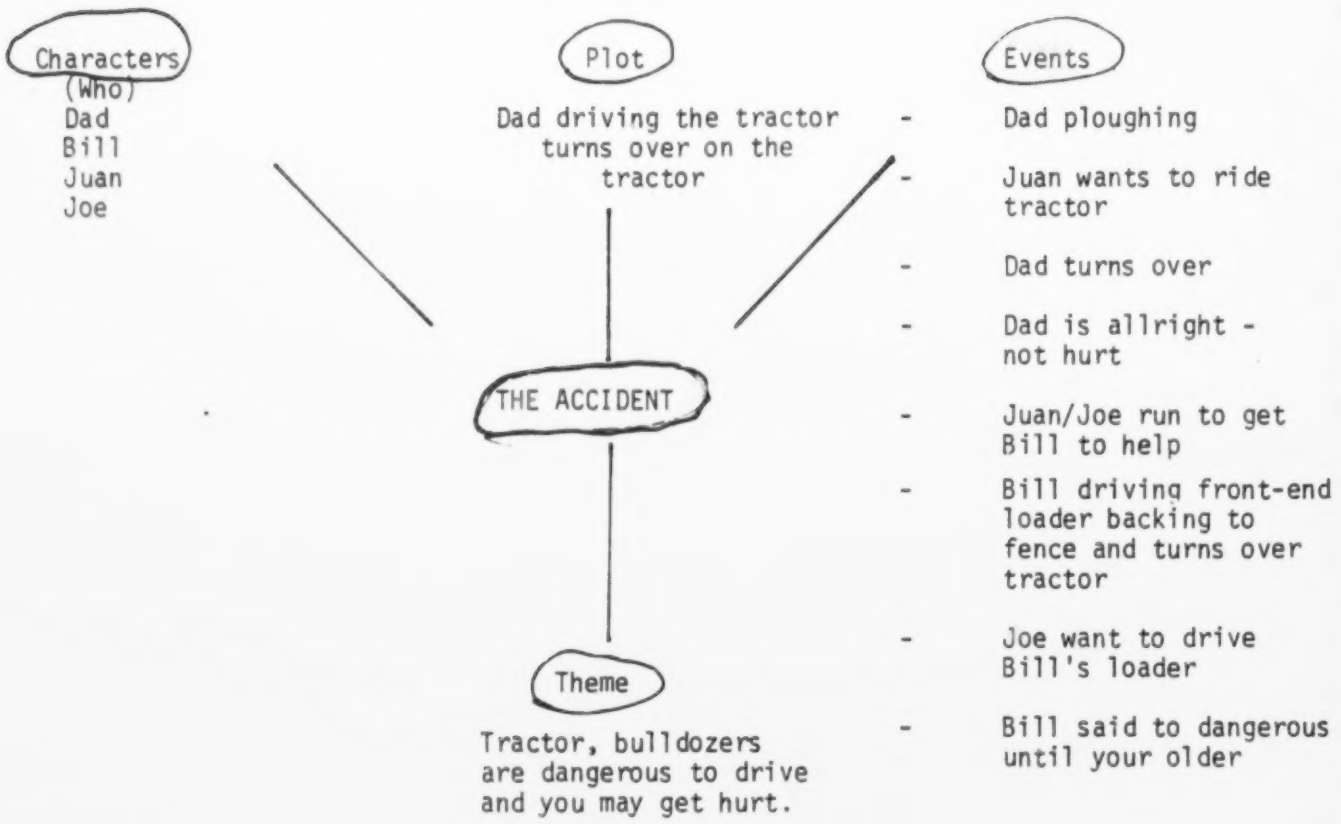

Who is in the story? What are they like?
Where did the story take place?
Who helped after the accident?
How did they help?
What was the problem in the story?
How did the accident happen?
What happened after the accident?
How did the story end?

Figure 6: Story Mapping


Characters
(Who)
Dad
Bill
Juan
Joe
Plot
Dad driving the tractor turns over on the tractor
THE ACCIDENT
Theme
Tractor, bulldozers are dangerous to drive and you may get hurt.
Events
- Dad ploughing
- Juan wants to ride tractor
- Dad turns over
- Dad is allright - not hurt
- Juan/Joe run to get Bill to help
- Bill driving front-end loader backing to fence and turns over tractor
- Joe want to drive Bill's loader
- Bill said to dangerous until your older

Characters:

Who are the people in the story?
What are they like?

Plot:

What was Dad driving?
What happened to Dad?

Theme:

What was the story trying to tell you?

Events:

Why was Dad driving the tractor?
What did Juan want to do?
What happened to Dad?
What did Juan and Joe do?
Who helped Juan, Joe and Dad?
How did Bill help?
What did Joe want to do?

Implications of Cohesive and Miscue Analysis and Comprehension

In the story, The Accident, there are 35 ties within 52 sentences. The most frequently occurring tie is reference. Most of the ties are immediate ties relating the presupposed element to the supposition in the preceding sentence. The next most frequent tie is the mediated tie that occurs within the sentence. There are a few remote ties in which there are several sentences between the presupposed element and the supposition (See Figure 7).

By comparing the reader's miscues, retelling and the text's cohesion, it would seem there is no direct relationship, that lack of cohesion related to miscues subsequently affected comprehension. Dividing the story into three parts from sentence 1-20; sentence 21-40; and sentence 41-52, there were 9 ties between 1-20; 12 ties between 21-40; and 14 ties in sentences 41-52. Between sentences 1-20 there was a total of 14 sentences between ties; between sentences 21-40 there was a total of 60 sentences between ties; and between sentences 41-52, 18 sentences between ties.

The reader's miscues were most frequent and caused more loss of meaning and retelling was lowest between sentences 21-40. In this part of the text, there was a greater distance between ties, although this occurred twice with the pronoun "we", which referred back to characters in the story (See Figure 7).

Figure 7: Cohesive Ties, Miscues Analysis and Comprehension

Sentence	Number of Ties in Sentence	Number of Sentences Between Ties	Miscues	Retelling (Comprehension)
1. Juan and Joe ran to Dad.	0		(1). Jane/Juan	Well, Dad was riding, I mean, Well, Dad the riding the tractor.
2. Dad was driving the tractor.	0			
3. He was ploughing	1	0 (he)		
4. "Dad," shouted Juan.	0		Jane/Juan	

Sentence	Number of Ties in Sentence	Number of Sentences Between Ties	Miscues	Retelling (Comprehension)
5. "May I drive the tractor	1	1 (I)		Joe wanted to drive I mean, Jane wanted to drive the tracto
6. "Not here," shouted Juan again.	0			
7. "It's too dangerous."	1	2 (It's)	(2) dangerous	but Dad wouldn't let her and Joe
8. "Please Dad," shouted Juan again.	0		Juan	wouldn't let her
9. Dad looked back	0			
10. "No!" he shouted	1			
11. "I tell you it's too dangerous.	2	2 (I)	(3) I'll/I	
12. "Run away."	0			
13. The boys were going away when Juan looked back	0		(4) then/when Jane/Juan	
14. "Look Joe, look!" he shouted.	1	1 (he)		
15. The tractor was rolling down the hill, over and over.	0			It fell over when Dad fell over
16. Dad was rolling too.	0			Dad fell off.
17. The boys ran to him	1	1 (him)		
18. "Are you okay, Dad?" shouted Juan	0		Jane/Juan	Let's go down and see if Dad's all right.
19. "Yes" said Dad.	0			He's okay Yes, I'm all right
20. "I jumped off, but look at the tractor!"	1	1 (I) 14	(5) I (C)	The tractor ain' so let's just se how the tractor is okay.
21. "Someone will have to get the tractor up again, " said Juan	0		Jane/Juan	
22. "But it's too big," said Joe	1	1 (it's)	(6) to (C)	
23. "We cannot push it."	1	22 (we)	(7) can't/cannot	

Sentence	Number of Ties in Sentence	Number of Sentences Between Ties	Miscues	Retelling (Comprehension)
24. "Look, Bill is coming up the road with his front end loader," said Juan.	1		(8) up the road (9) and/end (10) ladder/loader Jane/Juan	
25. "Run," said Dad.	0	1		Oh, look! There's Bill.
26. "Stop him and tell him."	2	(1) (him) 1 (him)		Let's see if he can turn it back over.
27. The boys ran down the hill to the road.	0		(11) to (12) to	
28. "Bill, Bill," shouted Juan.	0			
29. "Look!"	0			
30. Bill stopped his engine.	1	0 (his)		
31. He got down and came to the fence.	1	(0) he	(13) face/fence	
32. "The tractor rolled over did it?" he asked.	1	1 (he)		
33. "Is you Dad okay?"	0			
34. "Yes," said Juan	0		Jane/Juan	
35. "But we cannot get the tractor up again"	1	34 (we	(14) can't/cannot (c)	
36. "I can do that," said Bill	1	0 (I)		
37. "Come on."	0			
38. Bill backed the loader up to the fence.	0		(15) ladder/loader (16) first/fence	
39. They tied the tractor to it.	2	(they) 0 (it)	(17) Turned/tied	
40. Bill got back on the loader and drove up the road a little.	0	60	(18) track/loader	

Sentence	Number of Ties in Sentence	Number of Sentences Between Ties	Miscues	Retelling (Comprehension)
41. Over came the tractor up onto its wheels	1	(0) its	(19) and (20) into	And they turned it back over
42. Dad got on the tractor and drove it away	1	0 (it)		He drove the tractor back up.
43. "the tractor's okay," he said.	1	(1) he	(21) tractor/ tractor's	
44. "Thanks, Bill"				
45. "May I have a ride, Bill?" asked Joe.	1	0 (I)	(22) loader	Joe wanted to drive Bill's tractor but he wouldn't let him
"May I drive the loader?"	1	0 (I)		
46. "No," said Bill	1			
47. "You can't have a ride."	1	1 (You)		
48. "Loaders and bulldozers and tractors can be dangerous, you see	1	2 (you)	(23) Let's (24) bulldozer/ bulldozer's (25) tractor/ tractor's	He didn't want, he didn't want to let nobody ride his tractor
49. "You don't play with them."	2	3 (you) (0) them		
50. "One day I'm going to drive a bulldozer with a loade on it like yours," said Joe.	3	4 (I'm) 4 (yours)	(26) light	
51. "Yes," said Bill.	0			
52. "One day when you're big.	1	2 (you're)	(27) you are/ you're (C)	To try to make you stay away from bull-dozers so it wouldn't tip ove and you'd kill yourself and miss the wrong gear.
Total	35	18		

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The teacher may screen text students will read for instructional purposes to determine the types of cohesive ties, i.e., reference, conjunction, lexical, substitution and elipsis, the number of ties within sentences, and number of sentences between ties to estimate potential problems readers may encounter in a text related to miscues that may affect meaning and difficulties in comprehension of the text.

Generally, the greater the distance between ties the more difficulty the reader may have in processing and understanding the text. The more ties are within the sentence or in the preceding sentence, generally, the text may be more readable and comprehensible.

The teacher may provide instructional exercises having readers identify in texts presupposition and the supposition to understand how the text is cohesive.

A strong writing program should help students to deal with cohesion in text from writer's perspective.

Instructional Planning and Application Related to Analysis of Story Structure, Miscues and Cohesive Ties

Using the story, The Accident and the reader, applying grammar, propositional analysis, miscue and cohesive analysis, several instructional lessons have been planned.

The Reading Summary Sheet identifies the readers' strengths and weaknesses in reading, interests, experiences and attitude toward reading. Instructional lessons, methods and materials are suggested relating to diagnosed needs (See Figure 8).

Figure 8: Reading Summary Sheet

Story: The Accident Student: Derrick

1. Overall assessment of this child as a reader (Be specific in terms of strengths and weaknesses as evident within the strategies, cues (skills), comprehension and affective dimensions of reading; i.e., interests, attitudes, experiences, concept of reading.

Strengths

1. Understands characters
2. Understands plot, or problems, main ideas of the story; i.e., machinery and equipment is dangerous.
3. Graphophonemic cues
4. Some understanding of theme
5. Interest in machinery, cats, how things work.

Weaknesses

1. Poor recall of events, details
2. Theme
3. Characters - what they are like.
4. Semantic cues
5. Correcting strategies
6. Predicting strategies
7. Sounding out strategy
8. Syntactic cues.
9. Low interest in reading
10. Poor attitude toward reading

2. Based upon analysis of strengths and weaknesses I recommend the following instruction.

A. Strategy lessons using interests to develop predicting, correcting strategies and semantic cues using various cloze-type activities; i.e., repeat key nonsense word to make sense; delete key word repeatedly in short story related to his interests, experiences.

B. Strategy lessons to develop predicting; correcting strategies and syntactic cues.

C. Strategy lessons using cloze-type lessons deleting graphophonemic cues to force less reliance on sounding out using graphophonemic cues and more use of semantic/syntactic cues.

3. Recommendations for approaches methods and materials:

A. DRTA to develop comprehension strategies; i.e., understand theme, plot, events (details), and what characters are like (development). Use materials from Xerox Pal Paperback books to help prediction, logical thinking, organizing, information to retell (recall) in a coherent way.

B. Creative writing to help organize comprehension of theme, plot (problems in main idea) events, details and desirable characters.

C. Functional reading being real-life print materials; i.e., phone book to locate, information, to identify details for real purposes.

D. Assisted reading using Bowmar Incentive Reading Kits.

By analyzing the reader's miscues and retelling in relation to the analysis of the text, i.e., story grammar, propositional and cohesive analysis, the following lessons are appropriate for the type of instruction needed by this particular reader.

Using the reader's interest in cars, machinery and how things work and his difficulty in recall of events or details in a text, the following lesson will help to predict text structure applying semantic and syntactic cues. (See Figure 9).

Figure 9: Reading Strategy Lesson

Purpose: To develop and strengthen semantic and syntactic cues/text structure.

Introduction: As part of the material available for individualized reading, Pal Paperback called Going Wild, a book of wild cars and other moving things is one which Derrick has spent some time with. It has far-out pictures of far-out things and short discussions and remarks beneath each.

Interaction: I have taken two or three sentences from several different selections in this book. Derrick has already read them at some time in the past. I have cut the sentences apart and he will try to arrange the words in each sentence in the order that best makes sense.

Expansion: After arranging the words or/and phrases in such a way as to make sense, he might then arrange the sentences so as to make a good story. He might then illustrate his story.

Evaluation: By observing Derrick's procedure in arranging his sentences, I can determine if progress is taking place, if he is using syntactic and semantic strategies.

Some cars look like many cars put together.
You can go by bike or boat.
You can go by train or airplane.
There are many ways to go where you want to go.
You can go by car.

The story could read like this:

There are many ways to go where you want to go.
You can go by bike or boat.
You can go by airplane or train.
You can go by car.
Some cars look like many cars put together.
They are wild looking things.

I will accept any arrangement which makes good sense and sounds right when you read it.

To develop predictions of story structure the following Directed-Reading-Thinking-Activity (DRTA) is designed (See Figure 10).

Figure 10: DRTA

Purpose:	To help and encourage Derrick to expand his field of interest, using a suspenseful story approach. To encourage his skills in predicting, creative thinking and logical thinking. To help him to have a positive and pleasant attitude toward different types of stories.
Introduction:	We discussed magic, science fiction, things unbelievable, etc., and I explained that we were going to do some imagining, some guessing and some checking to see if our guesses were right.
Interaction:	From the Pal Paperback, The Magic Bottle, a collection of short suspense filled, supernatural stories I copied the first story called the Magic Bottle. I chose specific spots to start and stop. They were designated by a * and the paper was folded so as to see only to the *. After each short reading, we stopped and through discussion and questioning which I attempted to pattern after the style of Margaret Lindberg's, we used imagination, prediction, deducting, sampling and critical examination to reach the conclusion.
Expansion:	One could use creative writing to make up an ending to the story. For example: Make up an ending telling what you think might have happened to Brain. Let your imagination work for you.
Evaluation:	Observation of Derrick's responses would tell me whether or not he was understanding the materials he had read and the implications and inferences of the various situations.

Summary

Applying story grammar and miscue analysis to a text read and retold by a reader indicated that comprehension was influenced by the quality and quantity of miscues related to the structure of the text. The reader's retelling of the text was lower as more miscues were made and as a high percentage of the miscues made resulted in loss of comprehension in that portion of the text.

Propositional analysis and miscue analysis applied to the text read by the reader also related to the reader's comprehension of the text. There was a relationship between the density of propositions in the text and the number of miscues that loss meaning. When there was repetition in the text and not great density of different propositions miscues were more infrequent, miscues did not lose meaning and comprehension was higher as indicated in the retelling.

Cohesive analysis and miscue analysis indicated little difference in effect on comprehension (retelling) of the text by the reader. There was little difference showing that number of ties and types of ties (e.g. immediate, mediated and remote ties) had any effect on comprehension and quality and quantity of miscues. Although comprehension (retelling) was less in a certain part of the story there was no greater or less number of ties or types of ties in any other part of the story.

Story grammars, propositional analysis, miscue analysis and cohesive analysis can be applied to the interaction between author (text) and reader to determine the effects or lack of effect on comprehension; to analysis text structure, select texts with predictable structures; to analyze density, coherence and predictability of text; to analyze miscues in relationship to structure, propositions and cohesion; and, finally, to diagnose reader's strengths and weaknesses in reading and to plan instructional activities related to texts.

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APPENDIX A

Student _____ Reader _____

Date _____

Teacher _____

THE ACCIDENT

Bowmar Primary Reading Series
Reading Level 2.5

JANE (1)

0101 Juan and Joe ran to Dad.

0102 Dad was driving the tractor.

0103 He was ploughing.

JANE

0201 "Dad," shouted Juan.

0202 "May I drive the tractor?"

0203 "Not here," shouted Dad.

0204 "It's too dangerous." (2)

0205 "Please Dad,"

JANE

0206 shouted Juan again.

0207 Dad looked back.

0301 "No!" he shouted.

(3) I'LL

0302 "I. tell you

0303 it's too dangerous.

(R)

0304 Run away."

(R)

0401 The boys were going away

(4) THEN JANE

0402 When Juan looked back.

0403 "Look Joe, look!" he shouted.

0404 The tractor was rolling

0405 down the hill, over and over.

0406 Dad was rolling too.

0501 The boys ran to him.

0502 "Are you okay, Dad?"

0503 shouted Juan.

0504 "Yes," said Dad.

0505 "I jumped off,

0506 but look at the tractor!"

0601 "Someone will have to

0602 get the tractor up again,"

0603 said Juan.

0604 "But it's too big," said Joe

0605 "We cannot push it."

0701 "Look, Bill is coming up the road
with his front end loader ladder

0702 said Juan.

0704 "Run, said Dad.

0705 "Stop him and tell him."

0801 The boys ran down the hill

0802 to the road.

0803 "Bill, Bill," shouted Juan.

0804 "Look!"

0901 Bill stopped his engine.

0902 He got down

0903 and came to the fence.

0904 "The tractor rolled over,

0905 did it?" he asked.

0906 "Is your Dad okay?"

0907 "Yes," said Juan.

0908 "But we cannot got the tractor up again.

0909

0910 "I can do that," said Bill.

0911 "Come on."

1001 Bill backed the loader up to the fence.

1002

1003 They tied the tractor to it.

1101 Bill got back on the loader

1102 and drove

1103 up the road a little.

1104 Over came the tractor,

1105 up onto it's wheels.

1106 Dad got on the tractor again,

1107 and drove it away.

1108 "The tractor's okay," he said.

1109 "Thanks, Bill."

1201 "May I have a ride, Bill?"

1202 asked Joe.

1203 "May I drive the loader?"

1204 "No," said Bill.

1205 "You can't have a ride."

"Loaders and bulldozers
and tractors
can be dangerous, you see.
You don't play with them,"
"One day I'm going
to drive a bulldozer
with a loader on it
like yours," said Joe.
"Yes," said Bill.
"One dad when you're big."

Appendix B

Reader's Retelling

Teacher: Now, tell me the story in your own words, the best way you can. Just tell me about the story.

Derrick: Well, Dad was ridin', I mean, well Dad was ridin' the tractor and it fell over and Jane yelled, Joe fell back and liked to killed himself and flipped over and he said "Hey, look. Let's go down and see if Dad's alright." "Yes, I'm alright. The tractor ain't. So let's just see how the tractor is okay. Oh, look! There's Bill. Let's see if he can turn it back over." "Okay," said Dad. And they turned it back over.

Teacher: Okay, very good. Can you tell me who the characters were in the story?

Derrick: Dad, Joe and a...a Jane.

Teacher: Okay, is there anyone else that you know of?

Derrick: Bill.

Teacher: Can you tell me anything about these characters? Tell me something about them.

Derrick: Joe wanted, I mean, Jane wanted to drive the tractor but Dad wouldn't let her and Joe wouldn't let her.

Teacher: Can you tell me anything else about them?

Derrick: Joe wanted to, wanted to drive Bill's tractor, but he wouldn't let him.

Teacher: Okay. How about Dad? Can you tell me anything about him?

Derrick: Oh, he fell off. He's okay. He just drove the tractor back up.

Teacher: How about Bill? What can you tell me about Bill?

Derrick: He didn't want, he didn't want to let nobody ride his tractor.

Teacher: Okay. Is there anything else about the characters?

Derrick: (Shakes head 'no')

Teacher: Now can you tell me? What do you think the author who wrote the story was trying to tell you? Why do you think he wrote the story?

Derrick: To try and make you not, to try and make you stay away from bulldozers.

Teacher: Why do you think he'd want to make you stay away?

Derrick: So it wouldn't tip over and you'd kill yourself and miss the wrong gear.

Teacher: Now what was the important thing that happened in the story? What was the story mostly about?

Derrick: Where Dad fell over.